



TEXAS TECH UNIVERSITY  
**College of Education™**

**PROGRAM HANDBOOK**

**Doctor of Philosophy  
Higher Education Research**

College of Education  
Graduate Education and Research  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071  
[www.educ.ttu.edu](http://www.educ.ttu.edu)

## Doctor of Philosophy – Higher Education Research

### Program Overview

The Higher Education program at Texas Tech University is committed to excellence in preparing and supporting administrative and instructional leaders for higher education, generating and supporting scholarly research in the field of higher education, and delivering public service to the practice of higher education. The program delivers teaching, research, and professional services to students, institutions of higher education, and other academic disciplines.

The Ph.D. in Higher Education Research focuses on preparing students for roles in teaching, research, and engagement in higher education contexts.

#### **The Trademark Outcome for the Ph.D. in Higher Education Research is:**

Graduates of the Ph.D. in Higher Education Research program will lead the identification, analysis, evaluation and application of critical research that addresses higher education issues related to multiple and diverse populations and a variety of sociocultural contexts domestically and internationally.

#### **The distinctive student learning outcomes expected of our Ph.D. graduates are:**

- Compare and contrast the social, cultural, and economic roles of higher education in U.S. and international contexts.
- Analyze policies to understand impacts on higher education and its various constituents.
- Utilize the findings of critical inquiries to propose alternative policies, practices, and strategies for higher education.
- Lead research utilizing various methodologies and types of data appropriate for higher education subject matter.
- Lead higher education change management strategies.

The Ph.D. in Higher Education Research, including the dissertation, requires a minimum of 60 hours beyond the master's degree. This degree emphasizes the student learning outcomes cited above. It is designed for students who plan on becoming university faculty, researchers, and leaders.

Ph.D. work in Higher Education Research is conducted in the Department of Educational Psychology and Leadership of the College of Education (COE). Students must meet the requirements of the Graduate School, College of Education, and the Higher Education Program to receive a Ph.D. degree.

## Graduate Faculty

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Dr. Hugo Garcia	Assistant Professor	hugo.garcia@ttu.edu
Dr. Bryan Hotchkins	Assistant Professor	bryan.hotchkins@ttu.edu
Dr. Grant Jackson	Assistant Professor	grant.jackson@ttu.edu
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Dr. Stephanie J. Jones	Professor Program Coordinator	stephanie.j.jones@ttu.edu
Dr. Dave Louis	Associate Professor	dave.louis@ttu.edu
Dr. Jon McNaughtan	Assistant Professor	jon.mcnaughtan@ttu.edu
Dr. Valerie Paton	Professor	valerie.paton@ttu.edu

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## Advisement Procedures

Upon the student's admission into the Ph.D. in Higher Education Research, an advisor will be appointed to assist with the process of developing a degree plan and registering for approved courses.

The advisor and student should meet annually to review the student's progress in completing course work and all other Ph.D. degree requirements. When nearing completion of all course work and when the student has identified his/her topic for research, the student will identify a major professor whose scholarship is in a related area and request that the professor serve as chairperson of the Doctoral Dissertation Committee (DDC). Together, the student and chairperson will identify faculty members who have expertise in the research subject area to invite to serve on the DDC. This process should be completed during or prior to the EDHE 6370 (or EDHE 7000) course and prior to the qualifying exam. The Chairperson and DDC committee will review the student's course work, prepare and evaluate the student's qualifying exam, guide the student through the development of the dissertation proposal, and guide the student's development of the dissertation. The student's DDC Chairperson may change over time due to changes in program faculty or the student's research focus.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Higher Education Program, the *Handbook* does not contain all the answers. Instead, students must seek answers to questions from other sources including, but not limited to, his/her faculty advisor, the Higher Education program faculty, the COE Office of Graduate Studies and Research, and the Texas Tech University Graduate School. While faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, rather than the faculty member.

## Degree Plan

No later than the end of the first year of coursework, the student will work with his/her faculty advisor to complete his/her “Program for the Doctoral Degree.” After the student’s degree plan is approved by the advisor and the Graduate School, the student is expected to follow it as the basis for all subsequent enrollments.

**Transfer credit.** Transfer credit from another university will be evaluated and awarded in accordance with the guidelines established by the TTU Graduate School. In no case can transfer credit reduce the minimum residency requirement. The Higher Education Program will accept 30 credits from a master’s program (any discipline) or other graduate-level work, from an accredited public or private university. Courses with a letter grade other than A or B cannot be transferred in (including Pass/Fail).

## Continuous Enrollment Requirement

Students who have been granted admission into the Ph.D. in Higher Education Research are registered in the term for which admission is granted. Any student who fails to continuously enroll and who does not have an official leave of absence from study granted by the Higher Education Research Program and the Graduate School will be addressed according to the procedures and standards outlined below. Continuous enrollment is defined as enrollment in fall, spring, and at least 3 credit hours in one summer term.

When a student fails to continuously enroll and depending on the circumstances, one of the following rules will be applied to the student and his/her continuance in the program:

- student may be dismissed from the program with no opportunity to reapply;
- student may reapply to the program and at the discretion of the Higher Education Program faculty, be allowed to return at the place he/she stopped enrollment; or
- student may be allowed to continue and complete remaining coursework.

The decision to reinstate a student to the Ph.D. in Higher Education Research is made by the program faculty and will be submitted to the Graduate School for implementation. All determinations will be in accordance with Graduate School and Texas Tech University policies.

## Program Delivery

The Ph.D. program in Higher Education Research is a face-to-face program. No more than 49% of student coursework once admitted to the Ph.D. program may be taken online.

### Curriculum Doctor of Philosophy (Ph.D.) in Higher Education Research

The Ph.D. in Higher Education Research is 60 hours post master's degree. Normally, students should plan on completing the degree in four to five years.

The doctoral curriculum is comprised of five elements: (I) Foundations Core, (II) Research Methods Core, (III) Higher Education Core, (IV) Higher Education Electives, and (V) Doctoral Dissertation.

<b>I. Foundations Core</b>	<b>6 hours</b>
EDHE 5300 History of Higher Education in the United States EDHE 6311 Higher Education Doctoral Seminar	
<b>II. Research Methods Core</b>	<b>18 hours</b>
EPSY 5380 Introduction to Educational Statistics EPSY 5382 Qualitative Research in Education EDCI 5386 Constructivist Inquiry Methodologies in C&I EDHE 5001 Seminar: Quantitative Methods in Higher Education EDHE 5001 Seminar: Qualitative Methods in Higher Education EDHE 7000 Independent Study: Practicum – Inquiry TBD Advanced Methods	
<b>III. Higher Education Core</b>	<b>12 hours</b>
EDHE 5334 College Student Development EDHE 5303 Access and Equity in American Higher Education EDHE 5305 Leadership, Entrepreneurship, and Change EDHE 6370 Dissertation Proposal Seminar	
<b>IV. Higher Education Electives (select four)</b>	<b>12 hours</b>
EDHE 5001 Seminar (Topics Vary) EDHE 5301 Critical Issues in Higher Education EDHE 5302 Comparative Higher Education EDHE 5313 The Comprehensive Community College EDHE 5321 The Administration of Higher Education	

EDHE 5323 Funding Higher Education  
EDHE 5324 Higher Education and the Law  
EDHE 5332 Student Services in Higher Education  
EDHE 5341 Program Assessment and Evaluation in Higher Education  
EDHE 5342 College Teaching  
EDHE 6325 Policy Analysis and Issues in Higher Education

**V. Doctoral Dissertation** **12 hours**  
EDHE 8000 Doctor's Dissertation

**Coursework Total:** **60 hours**

### **Additional Information**

#### **New Student Orientation**

All entering students to the Ph.D. in Higher Education Research are required to attend an Orientation session. These sessions are scheduled at the beginning of each fall term and students will receive notification of the date, time and location.

#### **Review of Student Progress**

The Graduate Faculty in the Higher Education Program conduct reviews of each enrolled student in the graduate program. These reviews will take place at the end of the first semester of enrollment as well as annually each fall semester (or sooner if deemed necessary). Students will receive a formal letter from the program that provides an assessment of the student's progress – reflecting on coursework (but could also address attitude, behavior, and other areas as needed). As a result of this review, the Higher Education program faculty will make one of the following determinations concerning the student:

1. Continue in the Higher Education program (green light).
2. Continue in the Higher Education program with conditions (yellow light).
3. Dismissal from the Higher Education program (red light).

Examples of letters are included in the Appendices.

#### **Research Requirements**

Ph.D. students are expected to develop a research agenda as they progress through their Foundations Core and Higher Education Core courses, as well as developing research skills in their required Research Methods Core courses. Prior to enrollment in EDHE 6370, Ph.D. students are expected to demonstrate the use of their research skills in regional and national conference presentations, manuscripts submitted for publication, and participation in externally funded research studies. Faculty will support these efforts by including students in research studies, presentations and publication whenever possible. Students should plan to join

and attend the Association of the Study of Higher Education (ASHE) conferences, American Educational Research Association (AERA), Association of Institutional Researchers (AIR), or other higher education research and subject related organizations.

### **Residency Requirement**

The 2019-20 Texas Tech University Catalog includes the College of Education Residency Requirements at: [http://www.depts.ttu.edu/officialpublications/catalog/ED\\_Grad.php](http://www.depts.ttu.edu/officialpublications/catalog/ED_Grad.php). A Ph.D. student may satisfy the residency requirement in one of the following patterns:

- Two consecutive semesters of at least 12 semester hours each.
- Three consecutive full summer sessions of at least 9 weeks each while earning at least 9 hours of graduate credit during the summer session.
- A full summer session of 12 weeks, earning 12 hours of graduate credit plus the completion of at least 12 hours of graduate credit during the adjacent spring or fall semester.
- A combination of 21 hours of graduate credit completed during a 12-month period plus at least 3 additional hours of graduate credit completed in an immediately preceding or subsequent full semester or summer session.
- Nine semester hours in each of the regular semesters and at least 6 hours in the preceding or subsequent summer (for students holding half-time graduate assistantships or students involved for no more than half-time in other work closely related to doctoral study).

Appendix A includes Recommended Course Sequences for full-time and part-time students. Part-time students are expected to enroll in two courses per term unless specific permission is secured from the student's advisor to enroll in only one course for a limited number of terms.

### **Adherence to Timelines**

The Ph.D. student maintains ultimate responsibility for progressing through the program of studies, qualifying examination, and dissertation in a timely manner. Continual contact should be maintained with the faculty advisor or chairperson of the Doctoral Dissertation Committee (DDC). Also, the Ph.D. student should be thoroughly familiar with the information presented in the College of Education *Doctoral Student Handbook*, available from the Office of Graduate Education and Research. In addition, resources to support students' doctoral experience can be found at the Doctoral Support Center and online at <http://www.depts.ttu.edu/education/student-resources/graduate/>.

### **Research Assistantships**

Full-time doctoral students in the Ph.D. in Higher Education Research may apply for a research assistantship. Currently, these positions are funded by the College of Education and are dependent on the continuation of college funding. A student wishing to enter with support as a

Research Assistant (RA) should contact the Higher Education Program to discuss his or her interest. Generally, RA support is not offered before a student has made a commitment to full time enrollment in the program. Dependent on college funding and satisfactory RA evaluations, an assistantship may be supported for up to four (4) years. A fifth year of support may be available but will be dependent on Higher Education Program faculty approval and is determined on a case-by-case basis.

### **Doctoral Dissertation Committee Composition**

The Doctoral Dissertation Committee (DDC) must have a minimum of three members. The DDC chairperson will work with the student to develop the membership of the committee. At least two members, one of whom is the DDC chairperson, should be members of the Higher Education graduate faculty. It is recommended that at least one or two members be from outside Higher Education, depending upon the research topic and faculty expertise in the subject area or methodology. Students with a formal minor must have a faculty member from the minor area on the DDC. Exceptions to these committee composition guidelines may be made by request of the DDC chairperson to the Higher Education Program faculty. Changes to the membership of the DDC are rare and may be done only for significant reasons.

### **Qualifying Examination**

All Ph.D. students must enroll in EDHE 6370 (or EDHE-7000) and prepare a Dissertation Prospectus. The student's performance and progress on the class assignments in the course is the basis for the EDHE 6370 (or EDHE-7000) course grade; a student must receive a grade of B or higher to be approved for the Qualifying Examination process.

Qualifying exams must be attempted no later than one year after all coursework is completed. All Ph.D. students must pass a Qualifying Examination prior to entering the dissertation phase. The Qualifying Examination requires synthesis and application of knowledge acquired during the course of study for the Ph.D. and preparation of the Dissertation Prospectus. Satisfactory performance in coursework does not necessarily guarantee successful performance on the Qualifying Examination.

Reasonable accommodations will be made to allow students with disabilities to complete the Qualifying Examination process. The student should discuss individual needs with his/her DDC Chairperson to arrange needed accommodations (see OP 34.22)

The Qualifying Examination (Dissertation Prospectus) is assessed by the DDC, which is made up of the Dissertation Chairperson and at least one other Higher Education Graduate faculty member at TTU. The assessment of the prospectus is based on the Qualifying Exam rubric approved by the Higher Education faculty and obtaining an average score of 70%. After assessment, the DDC will make one of the below determinations based on the performance of the student:



**Process 1:** The DDC determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the Dissertation Chairperson notifies the student. Once the student has completed the Qualifying Exam requirement, the student is eligible to be recommended for admission into doctoral candidacy by the TTU Graduate Council. At this point the student can officially begin work on the dissertation (permitted to enroll in EDHE 8000 – Dissertation hours in the following semester).

**Process 2:** If the student fails to satisfy the requirements in Process 1 for any reason, he/she must enroll in EDHE 6370 (or EDHE 7000) during the immediately following term. If the student satisfies the requirements for the written Dissertation Prospectus and the synthesis and application of knowledge acquired during the course of study, the chairperson will establish a time for a formal conference with the Dissertation Committee to clarify and identify any additional work that is required. If the Dissertation Committee determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the Dissertation Chairperson notifies the student. Once the student has completed the Qualifying Exam requirement, the student is eligible to be recommended for admission into doctoral candidacy by the TTU Graduate Council. At this point the student can officially begin work on the dissertation (permitted to enroll in EDHE 8000 – Dissertation hours in the following semester). If the DDC determines that the student has not satisfied Process 2, the Graduate School will be notified that the student has failed his/her first attempt at passing the Qualifying Exams.

**Process 3:** As determined by the DDC, if the student does not satisfy Process 2 above, he/she will be required to enroll in EDHE 6370 or EDHE 7000 for a third time with the Dissertation Chairperson during the term immediately following the second enrollment and first failure to pass the Qualifying Exam. This third enrollment constitutes the second and final opportunity to pass the Qualifying Exam. For Ph.D. doctoral students in Higher Education Administration, the Qualifying Exam requirements include the Dissertation Prospectus, and synthesis and application of knowledge acquired during the course of study. If the student fails to satisfy the requirements in Process 3, he/she will be subject to dismissal from the program.

Per the Texas Tech University 2019-2010 Undergraduate and Graduate catalog, students must take the qualifying examination within one calendar year of completing required coursework listed on the degree plan. Failure to do so will be cause for dismissal from the program.

The Qualifying Examination process for the Ph.D. in Higher Education Research is reviewed on an annual basis by the Higher Education faculty and is subject to change. The Graduate School requirements for Qualifying Exams are cited in the Texas Tech *Catalog*. Students should consult the *Catalog* for the year they began their doctoral work for the controlling language. For 2019-20, see “Qualifying Examination”. Finally, all Ph.D. in Higher Education Research students must enroll in EDHE 6370 (or EDHE 7000) and prepare a Dissertation Prospectus. The student’s performance and progress on the class assignments is the basis for the EDHE 6370 (or EDHE

7000) course grade; a student must receive a B or higher to be approved for the qualifying exams phase.

### **Candidacy and Dissertation Committee**

After passing the Qualifying Examination, a recommendation for doctoral candidacy is forwarded to the Graduate School by the DDC Chairperson. The student will have one (1) year to complete the dissertation after admission to candidacy by the Graduate Council. Extension to the one (1) year timeline may be granted with DDC approval, but these extensions will only be granted for extenuating circumstances. Students are expected to be prepared and committed to completing the dissertation process in one year. Failure to make sufficient progress toward the completion of the dissertation within the one year time line (unless extenuating circumstances) could result in dismissal from the program due to lack of progress.

### **Dissertation Proposal and Oral Defense**

After successfully passing the doctoral Qualifying Examination, the student is eligible to present a formal proposal for the dissertation research to the DDC and other interested faculty, students, and public. When the proposal is approved, the student may begin the dissertation process and work with his/her Chairperson to submit IRB documentation if required. At the end of the dissertation phase, the chairperson and DDC will approve scheduling of the Oral Defense. A minimum of 12 semester hours of registration in EDHE 8000 is required prior to graduation. Also consult the Graduate School's "Steps Required for the Doctoral Degree" at:

<http://www.depts.ttu.edu/gradschool/forms/List%20of%20Required%20Major%20Steps%20-%20Doctoral%20Degree.pdf>

### **Statement of Intention to Graduate**

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Graduate School for additional information.

## APPENDIX A

### Recommended Course Sequence

Below, students can find the course sequence recommended by the Higher Education faculty for full-time and part-time students. Ph.D. students do have some flexibility regarding course progression, and you should consult with your adviser prior to registering for courses each semester. However, the course plans detailed below will ensure students move through the program in a timely and cohesive manner. Students should also be aware that the Graduate School and College of Education require all doctoral students to complete a residency requirement that can be met in different ways. The sequences detailed below meet the option of “21 credits in a 12-month period plus 3 additional credits before or after that period.” The recommended course sequence may change based on the residency option chosen by the student in consultation with their adviser.

#### Fall 2019 Entrance - Higher Education Research (Ph.D)

#### Recommended Course Sequence – Full Time Enrollment

Semester	Courses
<b>Fall Year 1</b>	<b>EDHE 5300</b> The History of Higher Education in the U.S. <b>EDHE 6311</b> Higher Education Doctoral Seminar <b>EPSY 5380</b> Introduction to Statistics (R1)
<b>Spring Year 1</b>	<b>EDHE 5334</b> College Student Development <b>EPSY 5382</b> Introduction to Qualitative Research (R2) <b>OR</b> <b>EDCI 5386</b> Constructivist Inquiry Methodologies in C&I (R2) <b>EDHE 5001</b> Quantitative Methods in Higher Education (R3)
<b>Summer Year 1</b>	<b>HIED Elective</b> <b>HIED Elective</b>
<b>Fall Year 2</b>	<b>EDHE 5001</b> Qualitative Methods in Higher Education (R4) <b>EDHE 5305</b> Leadership, Entrepreneurship, and Change <b>HIED Elective</b>
<b>Spring Year 2</b>	<b>Advanced Research Course</b> (R5) <b>EDHE 5303</b> Access and Equity in American Higher Education <b>EDHE 7000</b> Independent Study: Research Practicum (R6)
<b>Summer Year 2</b>	<b>HIED Elective</b>
<b>Fall Year 3</b>	<b>EDHE 6370</b> Dissertation Proposal Seminar (Qualifying Examination)
<b>Spring Year 3</b>	<b>EDHE 8000</b> Dissertation
<b>Summer Year 3</b>	<b>EDHE 8000</b> Dissertation
<b>Fall Year 4</b>	<b>EDHE 8000</b> Dissertation
<b>Spring Year 4</b>	<b>EDHE 8000</b> Dissertation (if required)

### Recommended Course Sequence – Part-Time Enrollment

Semester	Courses
<b>Fall Year 1</b>	<b>EDHE 5300</b> The History of Higher Education in the U.S. <b>EDHE 6311</b> Higher Education Doctoral Seminar
<b>Spring Year 1</b>	<b>EPSY 5380</b> Introduction to Statistics (R1) <b>EDHE 5334</b> College Student Development
<b>Summer Year 1</b>	<b>EPSY 5382</b> Introduction to Qualitative Research (R2) <b>OR</b> <b>EDCI 5386</b> Constructivist Inquiry Methodologies in C&I (R2) <b>HIED Elective</b>
<b>Fall Year 2</b>	<b>EDHE 5001</b> Quantitative Methods in Higher Education (R3) <b>HIED Elective</b>
<b>Spring Year 2</b>	<b>EDHE 5303</b> Access and Equity in American Higher Education <b>HIED Elective</b>
<b>Summer Year 2</b>	<b>HIED Elective</b>
<b>Fall Year 3</b>	<b>EDHE 5001</b> Qualitative Methods in Higher Education (R4) <b>EDHE 5305</b> Leadership, Entrepreneurship, and Change
<b>Spring Year 3</b>	<b>Advanced Research Course</b> (R5) <b>EDHE 7000</b> Independent Study: Research Practicum (R6)
<b>Summer Year 3</b>	<b>EDHE 6370</b> Dissertation Proposal Seminar (Qualifying Examination)
<b>Fall Year 4</b>	<b>EDHE 8000</b> Dissertation
<b>Spring Year 4</b>	<b>EDHE 8000</b> Dissertation
<b>Summer Year 4</b>	<b>EDHE 8000</b> Dissertation
<b>Fall Year 5</b>	<b>EDHE 8000</b> Dissertation (if required)

## **APPENDIX B**

### **Annual Student Evaluations**

#### **Sample Green Light Letter**

January XX, 2019

Student (address)

Dear Student:

On January XX, 2019 the core faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones. We are pleased to report that the core faculty perceives that overall you are making good progress in your studies, and anticipate you will continue to advance in your educational career.

The doctoral program faculty noted in particular that you are thoughtful about the material presented, and that you have completed all of your coursework to date in an outstanding manner. The faculty particularly noted that you have been taking advantage of working with faculty outside of the coursework and encourage you to continue that practice. Overall, the faculty think you will make good progress in the program.

We congratulate you on your success to date. If you have any further questions about your review, please feel free to meet with any of us.

Sincerely,

Higher Education Program Coordinator

## Sample Yellow Light Letter

January XX, 2019

Student (address)

Dear Student:

On January XX, 2019 the core faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The doctoral program faculty were concerned about your academic progress to date. The faculty encourages you to seek a writing course to help you with your writing skills. The faculty perceive this is necessary for you to be successful in Qualifying Exams. It was noted that they think you will be an outstanding representative of the program when you are finished and pursuing your career options.

If you need assistance in finding a writing course, please contact your advisor. The program will need documentation of the writing course/help you are seeking to address the issue stated above by the end of the spring/fall \_\_\_\_ semester. If you have any further questions about your review, please feel free to meet with your advisor or me.

Sincerely,

Higher Education Program Coordinator

## Sample Red Light Letter

January XX, 2019

Student (address)

Dear Student:

On January XX, 2019 the doctoral program faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The doctoral program faculty are particularly concerned about your academic performance. The faculty noted a weakness in your writing skills and with your understanding of quantitative methods. In addition, we are concerned that you are not managing your time and are consistently asking for extensions on your coursework. It is necessary for you to pursue a writing course and supplement the research courses you have completed with additional studies. It was the perception of the committee that you will have a difficult time passing your qualifying examination and completing a dissertation without further effort on your part in those two areas. In addition, the faculty noted that you have not completed one of your core courses and a grade of "I" remains on your transcript.

Because of the issues noted above, it is imperative that you make an appointment with your advisor in the next two (2) weeks to develop a performance improvement plan. Failure to comply with this directive may result in your dismissal of the program. This is at the discretion of the program faculty.

If you have any questions about your review, please contact your advisor or me.

Sincerely,

Higher Education Program Coordinator